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SCHOOL VISITORS AND TEACHERS.

In our last we offered a few thoughts in relation to the mutual duties of these individuals, though mostly in relation to the former. We assumed that, though school visitors were usually very kind and considerate in their treatment of teachers, there were exceptional cases, and that teachers were sometimes treated as mere underlings; that men were sometimes intrusted with the oversight of schools and of teachers, who had not the first requisite qualification for their position. Political and personal considerations have often weighed more than true worth and genuine fitness.

During the last twenty years, whenever any office of influence or emolument, in the educational department, was to be filled, there have always been a score of hungry applicants who had not the slightest claim, and yet political or sectarian influences have sometimes helped them to office, while the man of real merit and fitness has been thrust aside. It has been quite amusing to notice the sudden increase of interest in school matters created by the establishment of

some desirable office. We recollect that, many years ago, a certain city decided to establish the office of Superintendent of schools with a very liberal salary. The announcement of this decision had a wonderful effect. Lawyers, whose business could not "wane" because it had never "waxed;" doctors, whose patients were not troublesomely numerous; clergymen afflicted with the bronchitis or some other malady, or not overburdened with hearers; office seekers of various kinds and all sorts of "do nothings," all became suddenly and wonderfully impressed with the importance of common schools, accompanied by a sort of feeling that in themselves was the only power for truly elevating those schools. And it has been, in no small degree, owing to the fact that such individuals have been urged, or have crowded themselves into offices which should belong exclusively to professional teachers, that there has been so much jar and friction in school matters in some places. In these remarks, we allude only to those offices which demand the entire attention and time of men of large experience and rare executive talent, and we would in no degree undervalue the services of a large class of earnest men whose sterling common sense and active interest, combine to make them highly useful to the schools under their supervision. As school visitors, there may be found men from all departments who are truly useful and judicious.

But now our more immediate purpose is to allude to some of the duties which teachers owe to those officially placed over them. We have plainly intimated that some school visitors or school Superintendents, are unreasonable and incompetent. We unhesitatingly say the same of many who undertake to fill the teacher's office. There are some whose self-conceit unfits them for the situation they occupy. They seem to imagine that with them is all knowledge and wisdom, and they are quite sensitive, if not actually impatient, at any hint from school officers, and hardly receive well-meant and friendly suggestions with becoming courtesy or respect. While we believe that the teacher should be the ruling power *in* the school room, and that, in the main, he

knows, or ought to know, *what* to do and *how* to do there, we at the same time believe that school visitors may be able to give him many valuable hints and much good advice. Viewing matters from a different stand point, they may observe errors or faults that actually exist, or they may discern ways and means for improvement. In such cases, it is not only their right but their duty, to make to the teacher friendly communication of their views and feelings, and if the teacher is a man of true spirit, he will receive the same gratefully, and, as far as possible, regard them. We have no sympathy with that class of teachers who feel that they can not be told anything, that they know too much to learn more. The best of teachers will ever manifest a teachable spirit and receive, with kindly expressions of gratitude, well-meant suggestions and advice from any quarter. We would consider it a prominent duty of the teacher to guard against undue sensitiveness, and to cultivate a spirit which will lead him, with true courtesy, to receive advice and suggestions from others.

It is the duty of school visitors to adopt general rules and regulations for the schools under their charge, though we do not think such rules should interfere in any way with the details of teaching and school management. They should embody the general views and wishes of the school board, but the teacher should not be unduly trammelled or hampered by specific and minute rules and regulations in regard to the details of the school room, as circumstances that can not be foreseen or provided against, will sometimes modify the course to be pursued. It is, however, unquestionably, the duty of teachers to pay due regard to the general rules and regulations of the school visitors. If these rules are deemed by the teachers objectionable, they have the right to ask for some modification, but so long as they continue in the schools, they have no right to set at nought or disregard these rules. They can resign their positions but not trample on regulations made by the proper authorities, however unreasonable these may seem to be.

Again: it is the duty of teachers to make to school visit-

ors a true exhibition of their schools. Some teachers are disposed to "show off" their schools, and for this purpose often resort to unjustifiable means. All their instruction is of the most superficial nature, and they studiously "ward off" all attempts made by visitors to probe matters. Teachers should be willing to interest their pupils in such methods of examination as visitors may deem best to adopt, even though these methods may not be the best. We believe the true course is for an examination to be conducted jointly by visitors and teachers, and it need trouble neither party if some fail to answer the questions proposed.

School visitors should be treated with merited deference and respect by teachers, even though their plans and measures may not be entitled to the highest confidence or consideration. The office of school visitor is a highly important one and should not be treated with any degree of disrespect, though temporarily filled by incompetent persons.

We have thus plainly hinted at some of the duties of visitors and teachers, and alluded to some of the more prominent errors sometimes to be met with in both parties. The highest success and usefulness of our schools call for the intelligent and harmonious co-operation of the parties under consideration. Mutual forbearance at times, and kindly feeling and action at all times will do much to secure the ends desired. From what has been said it will be easy to see that while incompetent and unreasonable school officers are often the source of much trouble in school matters, it is no less easy to see that teachers are sometimes employed who call for the closest surveillance and the most exacting rules on the part of visitors. On both sides it will often happen that the good suffer for the injudicious acts or unfaithfulness of their associates or predecessors.

ILLUSTRATED SCIENCE AT NORMAL SCHOOLS AND
INSTITUTES.

THE important bearing of the natural sciences upon the arts and human welfare, claims for them a high rank in a system of public school instruction. The *art of teaching* such branches as dispense with instruments and *manual skill* is now admirably taught at Normal schools, while from want of the requisite facilities, the department of *experimental science* has been but little attended to. Now, we propose to offer some reasons why better facilities should be afforded for teaching the *art of illustrating* chemistry and natural philosophy at Normal Schools and Teachers' Institutes; and

First. The highest success in teaching these sciences depends upon the *skillful illustration* of their subjects by actual experiment. For example: A few *well* performed experiments with the air pump, accompanied by appropriate verbal explanations, will give a class in natural philosophy ideas of the pressure and elastic force of air, far more clear and impressive than can ever be gained from the text-book alone. So, the theory of electric phenomena, the cause of thunder-storms, the principles involved in the magnetic telegraph, and a variety of kindred phenomena, are all rendered comprehensible to the young mind by a skillful use of an ordinary electric apparatus; while without such aid, it seldom ever gains more than a vague idea of such subjects, so slightly impressed as soon to vanish altogether from the memory. These same remarks apply with even more force to chemistry, as we might show, did the limits of this article allow. To teach, then, these subjects with positive benefit to the pupils in our schools, requires that they be properly illustrated.

Second. In order to illustrate chemistry and natural philosophy successfully by a use of instruments, requires a *special preparation* and training in the art of manipulation. To teach any branch of school study with success, the teacher must have *skill at illustration*. This is especially true of

these natural sciences, whose facts are, for the most part, comprehended only by experiment with instruments; and this art of successful experimenting is learned only by training the hand and eye, to know just where is every liability, and just how to meet it.

It is idle for a teacher to talk of being able to use an apparatus with skill and economy, whose acquaintance with it is only through text-books, or from having looked indifferently upon the brilliant performances of a college professor, whose preparations are all made in the absence of his class; for in all illustrations with instruments, the chief difficulties are found in the preparation.

Many teachers fancy themselves qualified to teach science experimentally, from having witnessed the lecture performances of such professors as Silliman, Olmsted, Cooke, Draper and Shepard; but failure after failure, soon vents their conceit, and assures them that to *see* how is not always to *know* how.

Who ever learned legerdemain by merely gazing upon the public performances of Signior Blitz? It is the practical drill that makes the sure and safe hand—the attention to little things. Let the tyro in chemistry attempt for the first time so simple an operation as applying heat to a glass retort, in the preparation of any gas, and ten to one if the glass is not broken and the contents scattered upon the floor. Ignorance of the details of experimenting causes the destruction of many a valuable apparatus, and thus shuts out from schools a vast amount of valuable illustration. For example: a few years since, a young man of scientific aspirations purchased of an apparatus manufacturer an expensive outfit for making exhibitions of the oxhydrogen microscope, &c. After brief readings of an elementary text-book, and seeing a hasty trial of his various machines, he launched at once upon the lecturer's field, relying for success upon the superior quality of his instruments, his eloquence, and a showy placard. His first attempt to unfold science was his last; for, eager to display to a private circle of the fair sex, his newly acquired gifts as a lecturer, he ignorantly applied a

lighted match to the open stop-cock of the hydrogen generator, before the air was entirely expelled, when a fearful explosion ensued, which dealt ruin to apparatus, furniture, silk dresses, &c., causing the scientific air castles of the "Professor" to fall at once and forever. Soon the mutilated remains of the instruments were returned to the maker, and pronounced by the unfortunate purchaser "defective."

Thus, we see in the *third* place, that *economy* requires that teachers study the art of using instruments for scientific illustration. Many towns and boards of trustees are discouraged from making extensive purchases of apparatus, from the fact that those already made, avail so little for illustration.

Now, school apparatus should be purchased for *use*, and not for exhibition merely in a show case. Some teachers pacify their committee and pupils by an *annual* display of "experiments," when a few of the more important and easily operated machines are trotted out and made to perform a few miscellaneous antics for the *amusement* of classes, and then returned again for another year of idleness.

Some, again, regard an apparatus much as school boys do their sleds and tops, as something to be used until it is "used up," consequently, the air pump and the electric machine are used with much the same freedom and care as the village pump and grindstone, every one being at liberty to operate these to suit his love of diversion. At either of these extremes there is no "value received" for the money expended in the purchase of instruments.

A complete apparatus should be made to illustrate the subjects of chemistry or natural philosophy in a connected order. It should be used, too, with an intelligent care, and with a view to *repeated* use for the same illustrations. Such can be done only where the teacher comprehends the uses and mechanical liabilities of his instruments. These uses and liabilities might be taught at our Normal Schools and Teachers' Institutes, and would ere long result in enlarging the range of illustrations in our schools, while it would diminish in a corresponding degree, the waste of time and instruments.

For instance, an hour devoted to illustrating the various

uses of a pneumatic apparatus, and pointing out the liabilities of injury or failure with each instrument; or an electric apparatus showing the best arrangement of experiments, and how each difficulty may be met, as it might arise; or in illustrating, in a familiar and practical manner, some important topic in chemistry. Such an hour, we doubt not, might be occasionally spent by a company of teachers with interest and profit. Until teachers are made to feel the importance of some more special preparation for illustrating Natural Science, this department will continue to absorb its thousands of school funds, and still be dry and incomprehensible to the great majority of those pursuing it in our schools.

A. W. S.

EVIL COMPANY.

SOPHRONIUS, a wise teacher of the people, did not allow his daughters, even when they were grown up, to associate with persons whose lives were not moral and pure.

"Father," said the gentle Eulalia one day, when he had refused to permit her to go, in company with her brother, to visit the frivolous Lucinda, "father, you must think that we are very weak and childish, since you are afraid it would be dangerous to us in visiting Lucinda."

Without saying a word, the father took a coal from the hearth, and handed it to his daughter. "It will not burn you, my child," said he; "only take it."

Eulalia took the coal, and beheld her tender white hand black; and, without thinking, she touched her white dress, and it was also blackened. "See," said Eulalia, somewhat displeased as she looked at her hands and dress, "one can not be too careful when handling coals."

"Yes, truly," said her father; "you see, my child, that the coal, even though it *did not burn you*, has nevertheless *blackened you*! So is the company of immoral persons."

IRREGULAR VERBS IN ENGLISH.

IN a few irregular Greek verbs, parts of the conjugation are taken from roots entirely distinct; as $\phi\acute{\epsilon}\lambda\omega$, (from $\sqrt{\phi\epsilon\phi}$.) 1 fut. $\phi\acute{\iota}\omega$, (from $\sqrt{\phi\iota}$.) 1 aor. $\eta\phi\epsilon\gamma\kappa\alpha$, (from $\sqrt{\epsilon\nu\epsilon\kappa}$.) So some of the forms of $\sqrt{\partial\phi\epsilon\chi}$ are supplied from $\sqrt{\delta\phi\alpha\mu}$.

In a few irregular Latin verbs, parts of the conjugation are taken from roots entirely distinct; as, *fero*, (from \sqrt{fer} .) perf. *tuli*, (from \sqrt{tol} .) supine *latum*, (for *tlatum*, from \sqrt{tol} or *tla*.) So the forms of the substantive verb are derived partly from \sqrt{es} and partly from \sqrt{fu} .

It is to be supposed, that in an earlier stage of the Greek or Latin language, each of these roots had its full conjugation.

There are some irregular or defective verbs also in English, whose deficient parts are made up from other verbs; as,

I. *Am*, (inf. *be*.) past *was*, partic. *been*.

II. *Go*, past *went*, partic. *gone*.

III. *Wot*, (inf. *wit*.) past *wist*, partic. —

I. The verb *to be*, as it stands in modern English, is made up of three different verbs, viz.

(1.) \sqrt{Be} , which now appears in the infinitive, imperative, subjunctive, and in the present and past participles; as, *to be*, *be*, *if I be*, *being*, *been*; and was formerly used in old English in the indicative present. Comp. Anglo-Sax. \sqrt{beo} , which shows itself in the infinitive, imperative, subjunctive, and present participle; also, Lat. \sqrt{fu} , used in the perfect tenses, and in the future participle; Gr. $\sqrt{\phi\upsilon}$, which has a complete conjugation; and Sansk. $\sqrt{bh\ddot{u}}$, which also has a complete conjugation.

(2.) \sqrt{As} or *is*, which appears in all the persons of the present indicative; as, *am*, *art*, *is*, *are*. Comp. Anglo-Sax. \sqrt{as} or *is*, which shows itself in the present indicative and subjunctive; as, *eon*, *eart*, *is*, *synd*, *sy*, *syn*; Mæso-Goth. \sqrt{as} or *is*, which shows itself in the present of the indicative and subjunctive; as, *im*, *is*, *ist*, *sind*; Lat. \sqrt{es} , used in the pres-

ent, imperfect, and future tenses; Gr. $\sqrt{\epsilon\varsigma}$, which has a complete conjugation; and Sansk. \sqrt{as} , which also has a complete conjugation.

(3.) \sqrt{Was} , which shows itself in all the persons of the past indicative and subjunctive; as, *was, wast, were, wert*. Comp. Anglo-Sax. \sqrt{was} , which shows itself in the infinitive mode, the imperfect of the indicative, the imperative, and the two participles; as, *wesan, was, wes, wesende, gewesen*; Mæso-Goth. \sqrt{vas} , which shows itself in the imperfect of the indicative and subjunctive, and in the present participle; as, *vas, vesjan, visans*; and Sansk. \sqrt{vas} , which has a complete conjugation.

Thus it appears, by comparative philology, that each of the three parts, of which the English substantive verb consists, was in the original Sanskrit a complete verb; as, Sansk. $\sqrt{bhû}$, Sansk. \sqrt{as} , Sansk. \sqrt{vas} .

II. The verb *to go*, as it stands in modern English, is evidently made up of two different verbs, viz.

(1.) \sqrt{Ga} , which now appears in the forms *go, going, gone*, and existed formerly in the Old English past tense *yode*. Comp. Anglo-Sax. \sqrt{ga} , and Mæso-Goth. \sqrt{ga} , both which languages also borrow their past tenses from another root.

(2.) \sqrt{Wend} , (which in modern English is obsolete or merely poetical,) whence the past tense *went*. Comp. Anglo-Sax. \sqrt{wend} , and Mæso-Goth. \sqrt{vandj} , each of which has a complete conjugation.

III. The defective verb *wot*, (infin. *wit*,) past *wist*, is made up of two verbs, viz. Old Eng. *wit*, past *wot*, and Old Eng. *wjs*, past *wist*.

(1.) \sqrt{Wit} , whence infin. *to wit*, and past *wot*, which, as in other preteritive verbs, is used as a present indicative. Comp. Anglo-Sax. \sqrt{wit} , Mæso-Goth. \sqrt{vit} , Lat. \sqrt{vid} , to see, and Gr. $\sqrt{\omega}$, id., and Sansk. \sqrt{vid} , to know.

(2.) \sqrt{Wis} , (the High German form of the same root,) whence the past tense *wist*. Comp. Germ. \sqrt{wis} , to know.

STORIES FOR YOUTH.

THE FIRST LESSON IN GAMBLING.

WHEREVER there are great collections of people, there are bad and foolish people among them. It was so at the city of Bridgeport, where the State Fair was held recently. Outside the grounds, behind or within tents or booths, were many who gambled and led others to do so. Now, it is a very simple thing to gamble: so simple, and often it appears so fair, that many a boy is led to take the first step, before he knows it.

There was behind one of the oyster stands a circle of men and boys; on the ground sat a poor, degraded, dissipated man, poorly clothed, and looking sick and weak. He held in his hand several iron rings, and before him was a board with large nails driven in it, which stood upright. A clear-faced, bright-eyed, handsome little fellow stepped up to him. He was just such a boy as is prompt at day-school, and always has his lesson at Sunday school. He showed this in his face, as he stepped up to the man and said:

"What's that for?"

"Give me a cent, and you may pitch one of these rings, and if it catches over a nail, I'll give you *six* cents."

That seemed fair enough; so the boy handed him the cent and took the ring. He stepped back to a stake, tossed the ring, and it caught on one of the nails.

"Will you take six rings to pitch again, or six cents?"

"Six cents," was the answer; and two three cent pieces were put into his hand, and he stepped off well satisfied with what he had done, and probably not having an idea that he had done wrong.

A gentleman standing near had watched him, and now, before he had time to look about and rejoin his companions, laid his hand on his shoulder.

"My lad, that is your first lesson in gambling."

"Gambling, sir!"

"You staked your penny, and won six, did you not?"

"Yes, I did."

"You did not earn them, and they were not given you; you *won* them, *just as gamblers win money*. You have taken the first step in the path; that man has gone through it, and you can see the end. Now I advise you to go and give him six cents back, and ask him for your penny, and then stand square in the world, an honest boy again."

He had hung his head down, but raised it quickly, and his bright, open look as he said, "I'll do it," will not be forgotten. He ran back and soon emerged from the ring, looking happier than ever. He touched his cap and bowed pleasantly as he ran away to join his comrades. That was an *honest boy*.—*Sketch Book*.

"I HAVEN'T THE TIME."

"George," said his teacher one afternoon, "I wish you would arrange your drawing materials in a little better order."

"I was intending to do so, Mr. Wilton," replied George, "but I haven't the time."

"Take time, then," returned Mr. Wilton. "Order is the first law of heaven, and it should also be the first law of earth. When you commenced your drawing this afternoon, you had been one-half hour looking for your implements, and even then you were forced to borrow, not because you had none of your own, but because you could not find them. It is a lamentable fact that a bad practice indulged for a time becomes a bad habit, and like an infectious disease, soon contaminates the other faculties."

George Atwell was a frank, good-tempered boy, studious and obedient in school, and in truth industrious, but his industry consisted in hurrying to overtake time already lost.

"I haven't the time," was his excuse for any neglect of duty; and so good was he in his disposition, that his fault was passed over by his widowed mother, who doated on her boy.

"George, will you fasten the hinge on the garden gate?" asked his mother, one morning.

"I haven't the time now, mother. I shall be late at school

if I stop to do it, for I have had to hurry so about that wood I should have cut last night; but I will fix it after school."

"There, mother," said George, as he was about to retire, "I forgot all about that hinge; but however, I hadn't the time to fix it to-night. Never mind, I'll do it in the morning."

George arose early, and on repairing to the garden a sad sight was presented. The cattle, finding the broken gate no obstruction, had entered the garden, trampled the beds, broken down or eaten the vegetables, while a score of pigs had finished the work of destruction so well begun.

George wept with sorrow and vexation, but soon consoled himself with the thought that it was not his fault, for he should have surely mended the gate if he only had time.

"The better way," said his mother, "is not to defer till to-morrow what should be done to-day; and if you will only remember that there is a time for everything, and will do everything in its time, difficulty will be avoided."

Firmly as George resolved to follow his mother's advice, it was but a few weeks before a valuable horse was drowned, because the busy boy had not time to cover the well in the lot.

When he became a man, he lost his farm by not having time to inquire into the validity of the title. Then his house was burned, and, alas! it was not insured; the policy had expired a few days before, and he had not found time to have it renewed.

MENTAL DISCIPLINE.

The highest and most important object of intellectual education, is *mental discipline*, or the power of using the mind to the best advantage. The price of this discipline is *effort*. No scholar ever yet made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed.

We are not to look for any new discovery or invention that shall supersede the necessity for mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us and not a blessing. We must have the discipline of *acquiring* knowledge in the manner established by the author of our being, and without this discipline our intellectual stores would be worse than useless.—*W. H. Wells.*

HARD STUDY NECESSARY TO SUCCESS.

"I wish to enter my protest against the false and pernicious notions that children and youth must never be required to do anything hard. The truth is that unless they are trained to do hard things, to grapple with difficulties, and conquer them, they are never likely to come to anything. What wise man ever looked back with regrets upon the trials and hardships of his youth? Battles make soldiers. The child that has always been dandled in the lap of luxury and indulgence, when forced into the battle of life finds himself helpless and miserable. But those who would break down our system of public education, the best system that the world ever saw, would have our schools turned into places of amusement and recreation. No one goes before me in desiring to see our schools made places of pleasant resort, adorned within and without with objects pleasing to the eye and gratifying to the taste, and supplied with teachers full of all kindness and love and humanity. But then to accomplish the objects of education, they must be places of strenuous exertion and patient toil. Everything is purchased at a price. There is only one road to intellectual eminence and power, and that is the path of hard work.

"Notwithstanding the dreams of the visionary, we shall never find a royal road to the high prize of a good education. But all necessary and desirable intellectual attainments may be secured by proper teaching and guidance, without sacrificing either physical vigor or moral excellence. To reach

this result, home training as well as school instruction, should be conducted with wisdom and skill. Let it be impressed upon the mind of every parent and teacher, that the child has a body to be developed into vigor or muscle, beauty of form and gracefulness of motion, as well as a mind to be cultivated and stored with knowledge. Let it not be imagined that we have attained perfection in education. The public school system, opening the door of the school-house to every child, has indeed achieved wonders. It is the most powerful of all human instrumentalities for the promotion of civilization. But it is susceptible of much higher excellence than has yet been reached. The first step was necessarily intellectual education. Physical came next, and then moral. This is the historical order of development. We have educated the intellect. But it is now beginning to be seen that body with mind is necessary to produce high ability. Then it will appear that ability will not produce happiness and enable its possessor to fulfill the ends of his being unless governed by the moral sentiments, and the development of these requisites, moral education. This is the order in which in the course of time, systems are perfected. But practically, in the education of the child, all these departments of education should be carried along together. This is the natural method. When nature forms a flower she forms the rudiments of all the parts at the same time. This is the model for the educator. While the intellect is in training, the conscience and body must not be neglected.

J. D. Philbrick.

SELF-HELP AND SELF-RELIANCE.

BY J. W. BULKLEY.

It has been wisely remarked, that the only real instruction is that which the pupil draws from his own resources; that true education is not that which transfers opinions already formed, but that which renders us capable of forming good opinions ourselves. This remark applies with equal force to the intellectual and moral powers.

It is a wise provision of Providence that this life is one of discipline. The necessity that exists for labor, both bodily and mental, is undoubtedly a great blessing, contributing alike to the happiness and highest good of men. True, it was pronounced as a punishment for disobedience, that "in the sweat of thy face shalt thou eat bread." Still, he who passed that sentence, is,

"From seeming evil, still educing good."

Therefore, labor in the present state, can not be regarded as a curse, but a blessing. Labor is necessary to the full development of our powers; and the trials and sterner duties of life impart to a disciplined mind, not only a cheerful aspect, from the fact that they are duties, but give a higher zest to seasons of leisure and rest.

On this point the late Sir Robert Peel in an address to the students at the Glasgow University, thus speaks: "Do I say to you that you can command success without difficulty? No, difficulty is the condition of success. Difficulty is a severe instructor, set over us by the supreme ordinance of a parental guardian and legislator, who knows better than we know ourselves. He that wrestles with us strengthens our nerves and sharpens our skill. *Our antagonist is our helper.* This amicable conflict with difficulty obliges us to an intimate acquaintance with our object, and compels us to consider it in all its relations. It will not suffer us to be superficial."

Discipline, trial, endeavor, all are parts of the education of man, and every faculty and power requires these influences to a successful development of the whole being. This work commences with our existence. The first lesson given, is at the moment when the "mother feels, for the first time, her first born's breath." Here the first impression is made. In that mother's arms, the infant receives its first lesson. By her smile or frown, impressions are made upon its soul never to be effaced. Her joyous words and sweet lullaby inspire confidence and soothe to rest. Her boisterous manner, rude speech, and angry tones, they, too, find their way to the young

and sensitive heart, and produce their legitimate fruit. Our whole life, from the cradle to the grave, is one great school, and all surrounding things are its teachers. Every moment, under all circumstances and in all places, lessons are imparted and impressions made. Upon our being are stamped these laws, Activity, Growth, Progress. Coleridge has well said, "There is no standing still with the mind; if a man is not rising upward to be an angel, he is sinking downwards to be a devil."

That energy, self-reliance, self-help, and decision of character which will enable us to grapple with difficulties without extraneous aid under all circumstances, can not be too highly estimated in training the young. It is a sentiment inspired by nature, it is the dictate of reason, it is the voice of wisdom, speaking to us in the revelations of Heaven :

"Man is his own star, and the soul that can
Render an honest and a perfect man,
Commands all light, all influence, all fate;
Nothing to him falls early or too late.
Our acts our angels are, or good or ill,
Our fatal shadows, that walk by us still."

This sentiment appeals to us as men bearing the image of God, and prompts us to noble deeds, in all the relations of life. It tells us that the grandeur of our nature, if we will improve it, turns to insignificance all outward distinctions; that our powers of knowing, feeling, loving, and perceiving "The True, the Beautiful, and the Good;" of knowing God, of acting on ourselves, on external nature, and on our fellow-beings; that these are glorious prerogatives which distinguish man, and that to them there are no assignable limits. It reminds us that we have within that which shall survive the "wreck of matter and the crush of worlds;" and that while with cultivation we may attain our most perfect development, without it we shall ever remain besotted in ignorance, without beauty or excellence, never reflecting the glorious light that Heaven is pouring around us.

This sentiment impresses upon us the idea that we have something to do for ourselves; that knowledge and wisdom

do not spring from mere intuition; that we are not simply receptacles into which the lore of the schools may be poured and received by us without effort, but that we are to reflect, as well as hear or read, to ponder upon what is presented to us; to think and judge for ourselves, and decide what is valuable and receive it, or what is worthless and reject it. Books, lectures, social intercourse, the voice of the living teacher, &c., may rouse the mind to action, when, without them it might have slumbered forever, unconscious of its power; but if these instrumentalities alone are our dependence, they may prove worse than useless. If we entertain the idea that they are the means by which we are to be carried onward, we shall not advance. If we do not digest what they afford, thus incorporating it like food in the body, thereby promoting our mental and moral growth, we shall famish and die.

That self-education to which the pupil should be stimulated by the desire to improve his judgment, requires no blind adherence to the dogmas of others, but is commended to him by the suggestions and dictates of his own common sense.

A writer in the North British Review furnishes us with the following thoughts on this subject: "It can not be too earnestly insisted upon, that in education the process of self-development should be encouraged to the greatest possible extent. Children should be led to make their own inferences. They should be *told* as *little* as possible, and induced to *discover* as *much* as possible. They should be put in the way of solving their own questions. To *tell* a child this and to *show* it that, is not to show it how to observe, but to make it a mere recipient of another's observations; a proceeding which tends to weaken rather than to strengthen its powers of self-instruction; which deprives it of the pleasures resulting from successful activity; which presents this all-attractive knowledge under the aspect of formal tuition; which thus generates that indifference and even disgust with which its lessons are not unfrequently regarded. On the other hand, to pursue the natural course, is simply to guide the

intellect to its appropriate food; to join with the intellectual appetites their natural adjuncts; to induce by the union of all these an intensity of attention which insures perceptions alike vivid and complete; and to habituate the mind from the very beginning to that practice of self-help that must ultimately follow."

ARITHMETIC.

IN our last article we considered the mistake of attempting to teach arithmetic to beginners by the written system. We found that in departing from the mental method, we had effectually deprived arithmetic of *nearly* all its power as a discipliner, and many of its charms as a study.

We will now consider what are those studies which should be pursued with the mental method, and upon which the child should be kept, until he is placed to written arithmetic, or the other higher mathematics and the languages. These are the natural sciences.

But right here I wish to call attention to the remarks of Horace Greeley, which appeared in the March Journal:

"Too much time is usually given to mathematics. I do not say that a knowledge even of algebra may not be worth having; I *do* say that it is dearly purchased at the cost of the ignorance of chemistry or geology. A very moderate and rudimentary proficiency in arithmetic is all that youth can afford to acquire until they shall have mastered those sciences which underlie all the processes of industry, all the arts conducive to the efficiency and usefulness of their lives."

Again, he says: "Let chemistry and geology supplant, or at least precede arithmetic, (beyond the four simple rules,) geography and even grammar, where it is not deemed advisable to prosecute these diverse studies simultaneously."

There is a woful ignorance in society, and among teachers, of those sciences which are most intimately connected with the commonest events, and upon which much of life's bless-

ings and happiness depend. What a meed of admiration do those great mathematicians demand, who can not explain the simplest laws of growth in plant or body! Farmers boast of their expedition in the Rule of Three and Alligation, who do not understand the simplest formula in chemistry.* I have been astonished repeatedly, on conversing with workmen and master workmen in the arts, to find such an ignorance of the principles of the science, upon which their highest success in manufacturing depends.

The effort recently made at New Haven, in a course of scientific lectures upon agriculture, to diffuse a knowledge of the correct principles of science among our farmers, is deserving of the warmest commendation. But I predict a failure in the universality of such a system, because its teachings will not be comprehended by the mass; and yet our farmers are, of all the classes of society—the professions excepted—the best informed.

The cause of this universal ignorance is radical. Our system of education teaches us a great deal of arithmetic and nothing of chemistry and botany. I make this my second point, to which I earnestly invite the attention of teachers. I ask that it may be thought on, and at our next October meeting, fully discussed. And to present the matter in some tangible shape, I would offer the following resolution:

Resolved, *That we teach too much of Arithmetic, and too little of Nature.*

In order to become still more definite, assist me to recall the conclusions to which we came in the Journal of the last month. As stated at the outset, we found that arithmetic, as we now study it, is of little use as a discipliner. We decided that a primary cause of this, was the blind following of the written system. We concluded that the child should not pursue the study of written arithmetic, until thoroughly drilled by systematic teaching in the mental method. And that until he reaches the age when we

* I feel bound in conscience to say that I have met with exceptions.

commonly push him into algebra, that he be not allowed to study the written method, and that indeed it might be best to teach geometry and algebra first.

Again: While he is pursuing his reasonings in unwritten arithmetic, it is the time to lay the foundation of his acquaintance with the natural sciences. Then he should be taught chemistry, botany, physiology, geology, natural history, and geography taught by prospects and plans. The studies also of declamation, drawing, composition, reading, writing, spelling, and a limited knowledge of grammar should not be omitted.

We are not aware how much too much we have unconsciously, in our scheme of study, pushed a written system of arithmetic above its place. Taking down Barnard in Europe, I open by chance to an account of the "Secondary Normal School" at Paris, (p. 454.) The following is the list of studies for one week, during the first year: "Astronomy, two lessons; Descriptive Geometry, two lessons; Chemistry, two lectures, one lesson, and four hours of manipulation; Botany, one lesson; Philosophy, two lessons; Grammar, one lesson; Drawing, one lesson during the week, and one on Sunday!"

Considering each exercise as a unit, we find that mathematics enjoy the distinction of importance only in the ratio of six to eleven; and it is not pure mathematics neither; so that in reality the fraction would sink to less than one-half. In our schools, I judge that the estimation of the importance of arithmetic would far outrank this ratio. Geometrically speaking, our aim should be to make the science more pyramidal. We should diminish its altitude and widen its base. We should cease to regard it as of towering importance over the natural sciences, and by making broader its foundations, increase its disciplining power.

In looking over the scheme of study at Yale, before this, I have wondered at the little of mathematics required, in proportion to the colossal demands upon the languages. Yet Yale was right, while I had been taught to put a false

estimate upon this study. Our colleges are correct, and I could hope that our High Schools were becoming more like them. I will encourage myself to believe that they are. But what of that! It is not on a reformatory movement that I urge reform! It is to the lower schools, where the *foundation* is laid, that I call attention. Here, here it is that arithmetic is exalted above nature, and technicalities above sunshine.

An essay might be written on the benefits resulting from the *practical working* into our system of the elements of this reform. I submit, that before our schools universally take the rank which the age does and will demand, we must persuade them to this change. The times will plead for a better understanding of the sciences; and it is the revelation of science embodied in art, which makes the times. And more fully to satisfy these expectations and demands, we must see the principles well taught in our primary and secondary schools.

Then I ask for a careful consideration of the subject. Let it be well weighed by teachers; its advantages, its benefits, its results, and its objections well considered, and may it lead to reform and good.

TWENTY-ONE FIFTY-SIX.

TO SCHOOL VISITORS.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }
New Britain, July 5, 1860. }

GENTLEMEN: Blank forms for school statistics have been printed and sent from this office by mail, directed to the "Acting School Visitor" of each town in the State. Where no acting school visitor is appointed by the Board of Visitors, the chairman or clerk of the Board should receive the blank. Accompanying each blank form is a post-paid envelope for the return of the same when filled out.

You are requested to fill up the blanks and answer inquiries, as soon as convenient after the reports from district commit-

tees have been received. The law requires district committees to report to the school visitors on or before the fifteenth day of September. Blank forms for these reports were sent to the Acting School Visitors of the different towns in the state, in January last. If any of the blanks for districts yet remain with the school visitors, they should be immediately placed in the hands of the district committees.

Yours respectfully,

DAVID N. CAMP.

P. S. The alterations in the laws relating to Education will be published in the next number of the Journal. The following may affect the action of districts before that number is out: "All rate-bills or assessments for tuition must be made out and delivered to the collector within one week of the close of a school term."

D. N. C.

TEACHERS.

THE want of properly qualified teachers has been a hindrance to the elevation of common schools. It has been difficult to secure as instructors, persons of liberal culture, who comprehended fully the great work of education, and could command the respect of the intelligent and cultivated, while at the same time they were skillful in the art of instruction, and able to secure obedience and maintain authority in the school-room. Parents and citizens have often been ready to provide the requisite accommodations for good schools, and means for their support, and have been willing to send their children to common schools, if they could be assured that competent teachers could be procured and permanently retained. The absence of this class has, in some cases, led to the employment of those who though able to teach acceptably in certain situations, were yet not competent either in force of character, literary attainments, or professional skill, for the places to which they were appointed. The results of these forced arrangements have been disastrous,

bringing distrust upon the common school system, leading to the establishment of private schools or to other arrangements unfavorable to the success of common schools. Something more is required of teachers than listening to daily lessons, recited with verbal accuracy from text-books. They must be able to arouse and quicken the youthful mind, to lead it along in that course of discipline which will make it capable of right action, and so to present elements of knowledge that they may be clearly apprehended and permanently retained.

The number of thoroughly qualified teachers is annually increasing. In years past, while Connecticut has been sending scores of teachers to other states, she has been obliged to supply many of her own schools from abroad. But the accessions to the number of graduates of the State Normal School, and the number of graduates from colleges and high schools who have chosen the teacher's profession and have entered upon its duties with enthusiasm, have brought increased ability, exalted character and more healthful influence to this profession, while teachers of long and successful experience are still retained.

Persons of ripe scholarship and practical skill are found in some of our common schools. The influence of these teachers is correcting the false impressions so long prevalent relating to common school education. It is giving character to the work, and leading to more correct views of the office and power of common schools. A supply of competent teachers will be an important step in securing those changes and improvements which are indispensable to the complete success of this great enterprise.

School committees are more careful in the selection of teachers, and the examinations for certificates by school visitors are more thorough and complete. Some persons who have taught school for several terms, have been rejected the past year, as incompetent, while others have, from choice, left the work, for which they had no love, and few proper qualifications: The evils arising from the employment of unqualified teachers will not be wholly remedied till districts and communities are more awake to the fearful consequences

of misdirected early education, and school visitors will demand that the teachers of common schools shall be persons of irreproachable moral character, possessing the mental discipline and knowledge which the state requires, and are skillful both in the instruction and training of children.

It is believed that there is an increasing desire among teachers, who are at all successful, to become fitted more thoroughly for their work, and to adopt such methods as have been tested and proved good. The attendance upon the Normal School, of those who have taught for several terms, the large numbers collected at Teachers' Institutes, the interest manifested in local associations, are all evidences of a more correct sentiment in relation to the requirements and duties of teachers.—*From Prof. Camp's Report.*

LOCAL AND PERSONAL.

NORWALK. We recently passed an hour or two very pleasantly in the Union school of this place. For nearly three years the school has been under the charge of L. L. CAMP, Esq., aided by a corps of competent teachers. Most of our time was spent in the upper department, which appeared in excellent condition,—the relation between teachers and pupils being of a very pleasant nature. The school-house and school will rank with the very best in the State, and the pleasant location, ample and well graded grounds, present an attractive appearance.

BRIDGEPORT. A brief call at the school of Mr. B. N. MAPLES, at East Bridgeport, afforded us favorable impressions of school matters in that section. The school room was one of the best we have seen, and the pupils appeared orderly, industrious and happy. In the beautiful grove near the school, the teacher has made arrangements for the physical culture of his pupils, and these seem to be well regarded and improved.

We also spent an hour in Mr. STRONG's school, which always appears in excellent condition. We are glad to learn that the people in this district are contemplating the erection of a new school-house, and we trust it will be, in all respects, worthy of the city, and suffi-

ciently large to answer the wants of the flourishing district. Want of time prevented our calling at the schools of Messrs. Wilson and Peck, but we were pleased to hear favorable reports of them.

NEW CANAAN. In this pleasant village we found a good school-house with ample play grounds. There are two departments in the school, and the orderly and neat appearance of the pupils afforded evidence of fidelity on the part of the teachers. Mr. YOUNG, the Principal, and his Assistants, seem devoted to their work, and the school appears to meet the approval of the people. Nearly one hundred and thirty pupils assembled in the upper department on the day of our visit, and their general demeanor was alike creditable to themselves and their kind and faithful teachers.

WESTON. In this town we visited two schools, one under the charge of Mr. NICHOLS and the other of Miss SHEERWOOD. Teachers and pupils both deserve better buildings than we found in this town.

RIDGEFIELD. There are but few more healthy or pleasant villages in the State than this. The main street is wide and well supplied with beautiful shade trees. The houses and grounds are ample and in some cases elegant; but, we are sorry to add, the public school accommodations are not equal to those in most places of like wealth and intelligence. We visited a very pleasant school kept by Mr. NORTHROP, an experienced and faithful teacher,—but the want of a good school-house and graded school, is a deficiency which operates against the true school interest of the town. Our special thanks are due to the Rev. Mr. CLARK, in whom we were most happy to recognize a quondam classmate and friend, for kind attentions. In Mr. Clark, the interests of education will ever find a true and judicious friend.

DANBURY. This is one of the most beautiful and flourishing villages of the State. The citizens have expended very freely in ornamenting their streets and beautifying their grounds and dwellings. Arrangements have recently been made for bringing into the village an abundant supply of water, and the spirit of enterprise seems to be everywhere observable, excepting in regard to the matter of public schools. We found active, faithful and competent teachers, but school-houses far inferior to those to be found in towns of similar and less size. We find it difficult to understand how a place of such wealth and activity can so neglect the interests of popular education. In walk-

ing through the streets, we asked a gentleman if he could direct us to a certain school. Said he, "Take the first left hand turn, and the worst looking building in the street is the school-house." And so, indeed, it seemed. We found an intelligent and pleasant school in one of the most inconvenient, uncomfortable and unattractive houses we have met with. We found one or two other buildings in somewhat better condition, but by no means what they should be. In Messrs. Gray, Baldwin and Lamont and Misses Stevens, Abbott and Fayerweather, we found correct and competent teachers, all deserving far better school-house accommodations. Will not the friends of education in Danbury persevere in their efforts to provide better accommodations? A good graded school, or two if necessary, would do much to make Danbury one of the most eligible places in the State for a residence, but under existing circumstances, no intelligent man with children to be educated, would think of selecting it for his home.

BETHEL. This is a very pleasant and thriving village, three miles from Danbury, of which it formed a part until within a few years. There are here many earnest and judicious friends of public schools, but as a whole, the feeling is not what it should be. The school-house, though not an old one, has a neglected and dilapidated appearance, and yet we found in each of the departments active and faithful teachers. A good graded school here would prove highly useful. Mr. Wilkes has a flourishing select school to which the more advanced pupils are sent. In Mr. Woodman, the Acting School Visitor, the schools of Bethel have an earnest and judicious friend.

BROOKLYN, N. Y. At the recent anniversary of the Brooklyn city Normal School there were forty-four young ladies in the graduating class. This school, under the general direction of Superintendent Bulkley, is accomplishing a noble work for the schools of the city.

CORRECTION. In the article in our last, on page 213, the word "Preposition" in the heading and in the first line, should have been "Proposition." The proof was read by an inexperienced eye and this and one or two other error escaped detection.

NORMAL SCHOOL. The anniversary exercises of this institution on the 18th of July, were of a highly interesting character and listened to by an unusually large number of strangers. In our next, we shall give a detailed account of the exercises.

The next term of the Normal School will commence September 19th. Candidates should make early application to Hon. DAVID N. CAMP, New Britain.

For the Common School Journal.

TACHERS' CONVENTIONS.

[We gladly give place to the following article as embodying our own views. These Conventions and Institutes are modern helps in the Educational department, and we believe they are of the highest importance to teachers. They not only tend to diffuse information, but they do much to kindle and keep alive that esprit de corps, so essential to the success of any professional body. The two Conventions announced in this number, are well deserving the attention of every teacher, and we hope the number in attendance will be unusually large.—Res. Ed.]

THE TEACHERS' CONVENTIONS.

It is announced that the AMERICAN NORMAL SCHOOL and the NATIONAL TEACHERS' ASSOCIATION, will hold a joint meeting in the city of Buffalo, commencing August 7th, and also, that the American Institute of Instruction will hold its 31st annual meeting in Boston, commencing August 21st.

It will confer a material benefit, and at the same time, no little pleasure, on teachers who have never made it a point to attend a Convention of this kind, to learn the experience of others. No analysis of the benefits, nor any form of eulogy, can suffice to state the advantages of these Conventions. That is the substance of the writer's own experience.

The benefits are moral, social, mental, physical, and monetary, on each of which a long article deserves to be written.

Go, if you wish to garner up the harvests of your own school districts for the past year, and enrich yourself therewith, for the years to come.

Go, if you think the experience, skill, talent, learning, energy, faithfulness, or excellence of other teachers ever did or can benefit you, as a fund or ample stock on which to draw.

Go, if you value the enthusiasm of the volunteer soldier, or the disciplined skill and consolidated powers of the veteran forces in this battlefield of truth and knowledge against ignorance and error, and, as a patriot and a Christian, both in one, wish to do your duty.

Go to the Congress of teachers, the Supreme Court of Public Instruction.

L. W. HART.

AMERICAN NORMAL SCHOOL AND NATIONAL TEACHERS' ASSOCIATION.

A joint meeting of these Associations will be held at Buffalo, N. Y., commencing on *Tuesday, the 7th of August next*, and continuing through the week.

The Normal Association will organize on Tuesday, at 10 o'clock, A. M. Introductory Address by the President.

The National, on the following day, at the same hour and place. Introductory Address by the President.

Lectures will be delivered, and papers presented by the following gentlemen, viz.:—Messrs. B. G. Northrop, of Mass.; J. P. Wickersham, of Penn.; D. N. Camp, of Conn.; E. North, of Hamilton College, N. Y.; John Kneeland, of Mass.; Wm. H. Wells, of Ill.; E. L. Youmans, of N. Y.; Mr. —, of the South, and Mr. —, of the South-West.

We are not able to name all the gentlemen who are to lecture, nor the subject upon which they are to speak, as definite information has not been received, in relation to these particulars.

It is expected that papers will be presented for discussion on the most important themes, pertaining to the several departments of instruction, government and discipline, from the Primary School to the University.

The order of exercises will be announced at the meeting.

In view of the character of the gentlemen who are to lecture; the subjects to be presented; the sections of country and departments of instruction to be represented; the general interest felt for both Associations throughout the States, and the locality of the meeting (within an hour of Niagara,) it is expected that this will be the largest and most important educational meeting ever held in the United States.

The local committee, at Buffalo, are making all necessary arrangements for the meeting. The citizens of Buffalo will entertain the ladies gratuitously. A reduction in the charges will be made to those who may put up at the hotels.

Persons on arriving at Buffalo, may receive all necessary information by calling on the local committee, at the Library Rooms of the Young Men's Association.

On some routes of travel a reduction of fare has been secured. Negotiations are in progress with others, which we hope may be successful.

For further information, address Oliver Arey, Chairman of Local Committee, Buffalo; W. F. Phelps, Trenton, N. J.; J. W. Bulkley, Brooklyn, N. Y.; B. G. Northrop, Saxonville, Mass.; Z. Richards, Washington, D. C.; W. E. Sheldon, West Newton, Mass.; and James Cruikshank, Albany, N. Y.

Educational and other Journals throughout the country, are respectfully requested to insert this notice.

By order of Committee on Publication of Programme.

W. F. PHELPS, *President of the A. N. S. A.*

J. W. BULKLEY, *President of N. S. A.*

BROOKLYN, June 13th, 1860.

AMERICAN INSTITUTE OF INSTRUCTION.

The thirty-first annual meeting of the American Institute of Instruction will be held in Boston, at the Tremont Temple, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st, at 11 o'clock, A. M.

The Public Exercises will be as follows: On TUESDAY, the 21st, at 3 o'clock, P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome will be made, after which the following subject will be discussed: *Is it expedient to make Calisthenics and Gymnastics a part of School Training?*

At 8 o'clock, P. M., a Lecture by C. C. Felton, LL. D., President of Harvard University.

On WEDNESDAY, the 22d, at 9 o'clock, A. M., a Discussion. Subject: *Has purely Intellectual Culture a tendency to promote good morals?*

At 11 o'clock, A. M., a Lecture by Prof. E. L. Youmans, of New York city.

At 3½ o'clock, P. M., a Lecture by Prof. James B. Angell, of Brown University.

At 8 o'clock, P. M., a Lecture by Rev. W. Ormiston, of Hamilton, Canada West.

On THURSDAY, the 23d, at 9 o'clock, A. M., a Discussion. Subject: *The Proper Mode of Examining Schools, and of reporting thereon.*

At 11 o'clock, A. M., a Lecture by M. T. Brown, Esq., Superintendent of Schools in Toledo, Ohio.

At 8½ o'clock, P. M., a Lecture by Rev. A. H. Quint, of Jamaica Plain, Mass.

At 8 o'clock, P. M., Addresses by gentlemen representing the several States of the Union.

Ladies attending the meeting will be welcomed to the hospitalities of the citizens of Boston. Those who purpose to be present will greatly oblige the Committee of Reception, and will save themselves some inconvenience, by sending their names, as early as possible, to Mr. B. W. Putnam, Quincy School, Boston. The committee will be found at the Tremont Temple, August 21st, at 9 o'clock, A. M.

Arrangements for free return tickets, to be furnished by the Secretary of the Institute, have been made with the following railroads, viz.: Old Colony and Fall River, Boston and Providence, Boston and Worcester, Western, Eastern, Maine, Boston and Lowell, Fitchburg, and Vermont and Massachusetts. Additions to this list of roads will doubtless be made, of which due notice will be given.

The preparations for the intellectual and social entertainment of the Institute, at its next meeting, are such as can not fail to render the occasion one of great pleasure and profit.

D. B. HAGER, *President.*

B. W. PUTNAM, *Recording Secretary.*
Boston, July, 1860.

[NOTE. We earnestly hope that Connecticut will be largely represented in these two meetings, and especially in the latter, which will be within convenient distance. We believe this *thirty-first* annual meeting of the oldest organized Educational Association in the country will be one of the most important and interesting ever held. The city government of Boston are coöperating with the teachers of the city, and we are assured that nothing will be left undone which can tend to promote the interest of the occasion.—RES. ED.]

BOOK NOTICES.

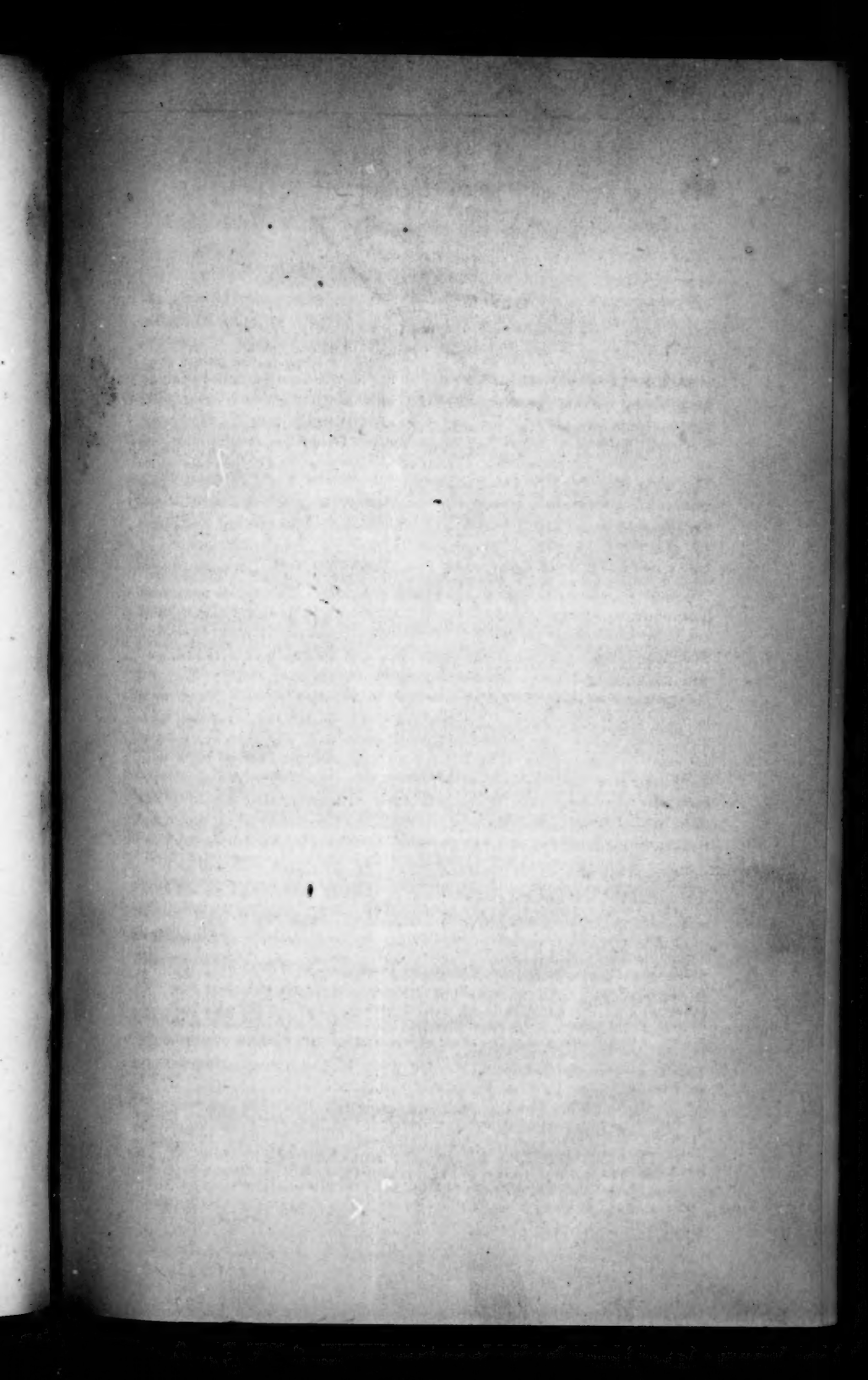
WORCESTER'S UNABRIDGED DICTIONARY. Our readers are referred to the advertisement of this work, by Swan, Brewer & Tileston, by whose enterprise and perseverance it has been presented to the public. We have not space to give it an extended notice, nor is it necessary that we should do so. The work is one of great value and worthy of a place in every school-room and every library. From the table of contents, we find that the following subjects receive special attention: "Pronunciation, Orthography, English Grammar, Origin, formation and Etymology of the English Language, Archaisms, Provincialisms and Americanisms, History of English Lexicography," &c., &c. The Appendix treats of Pronunciation of Greek and Latin Proper Names, Scripture Proper Names, modern Geographical Names, and of Names of distinguished men of modern times, Abbreviations used in writing and printing, &c., &c.

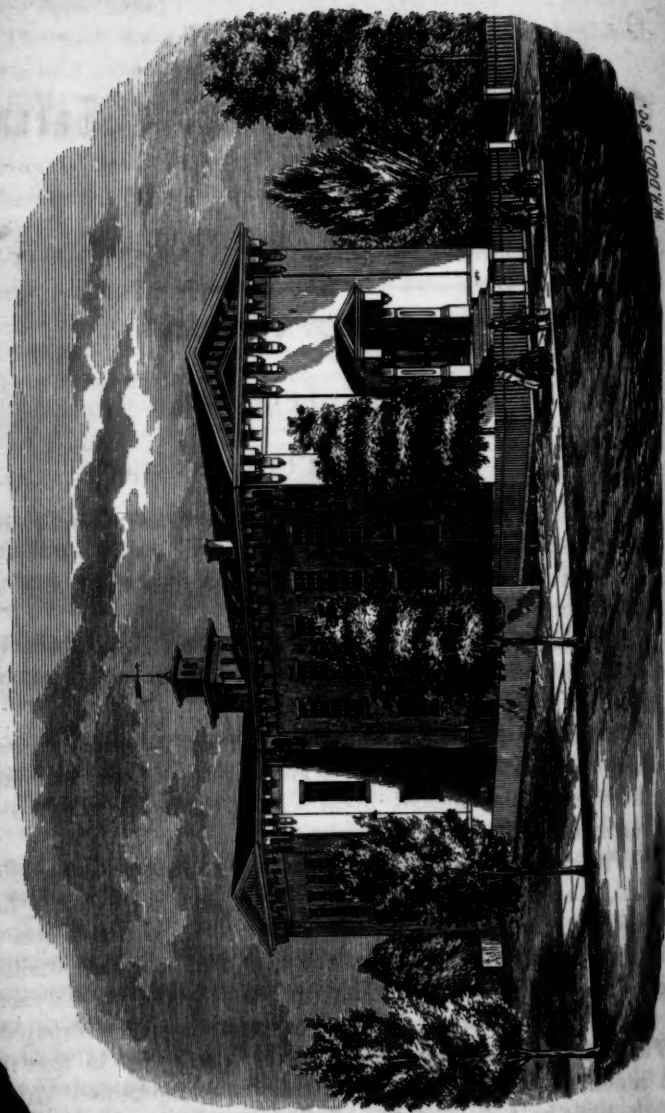
It is beautifully printed and makes a very attractive book.

HARPER'S SERIES OF SCHOOL AND FAMILY READERS. This series consists of four numbers in addition to the Primer. They were prepared by Marcus Wilson, and each book is copiously illustrated with beautiful and instructive cuts. The plan of the books is comparatively new, and the aim is to have each lesson an instructive one. Information on Physiology, Ornithology, Zoology, Botany and Natural Philosophy is imparted in different lessons. The plan is in many respects an excellent one, and yet we should not feel like giving it an unqualified approbation without a trial of the books. The chief objection in our mind to such a series of books has been the difficulty of furnishing a sufficient variety of the different styles of composition,—and yet, so far as we have been able to examine, Mr. Wilson has succeeded remarkably well. Of one thing we feel certain, and that is, that a supply of these books for an occasional reading lesson in school would prove highly useful. [See advertisement.]

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STATE NORMAL SCHOOL, NEW BRITAIN, CONN.